



## UCL Academic Manual 2019-20

# Common Terminology and Definitions

The following list includes definitions for a range of common terminology which are used in the UCL Academic Manual and student records system. The right-hand column indicates the Chapter and Section of the Academic Manual where you can find more information about the term.

Term	Definition	Reference
Academic Integrity	Formally recognising and referencing the existing knowledge and ideas on which a student's work is based. If a student does not acknowledge the work or ideas of others, they could be penalised for Academic Misconduct.	Chapter 4, 3.16
Academic Level	UK Higher Education programmes are offered at a range of Academic Levels e.g. a Bachelors Degree includes study at levels 4, 5 and 6, and a Masters Degree is at level 7. The Level Descriptors in Chapter 2 of the Academic Manual define the depth and complexity of each level and outline the academic skills, amount of prior knowledge and amount of learner autonomy required to pass a programme or module at that level.	Chapter 2, 3.6
Academic Misconduct	Any conduct which is likely to give an unfair advantage to the candidate, affect the security of assessment, and/or affect the standards of the degrees awarded by UCL including, but not limited to, instances of plagiarism, self-plagiarism, impersonation, collusion, falsification, exam room misconduct, or contract cheating.	Chapter 6, 9
Academic Model	A structure within the student record system for recording the relationship between regulations, learning activity, staff, and students.	

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Academic Partnership	A UCL programme may be offered in collaboration with an external organisation leading or contributing to the award of UCL academic credit and/or a UCL qualification.	Chapter 8
Academic Session	The university year, commencing on the 1 September and ending on the 31 August each year e.g. 2019/20.	
Academic Year	Most Undergraduate, Graduate and short Taught Postgraduate programmes are delivered over an academic year. The academic year starts in September, and has a standard duration of 3 terms, or 30 weeks of 40 hours, totalling 1200 learning hours and representing 120 credits worth of study.	Chapter 2, 3.7
Accredited Prior Learning (APL)	A sub-set of the Recognition of Prior Learning (RPL). APL is prior learning that has been formally assessed and certificated by a recognised institution.	Chapter 1, 2.8
Advertised Outcome	An interim qualification is defined as an 'Advertised Outcome' where there are discretely-defined, programme-specific interim qualification learning outcomes which are published in the Programme Summary. Advertised Outcomes are eligible for a classification; Unadvertised Outcomes are unclassified.	Chapter 4, 12.2
Aegrotat Degree	An unclassified degree awarded in exceptional cases where the Board of Examiners does not have sufficient evidence of a student's achievement to award a full qualification and there are good reasons why reassessment is difficult or impossible. Available on all UCL qualifications, replacing the former Special and Aegrotat Provisions which only covered Honours Degrees.	Chapter 4, 12.12
Affiliate Student	A student registered at another Higher Education Institution who enrolls at UCL to take modules for credit towards their programme of study at their home institution.	Chapter 3, 4
Alternative Field of Study	The Board of Examiners may recommend the award of a qualification with an alternate field of study if a student fails or fails to enrol for a compulsory or non-condonable module; fails to pass sufficient credits in one particular	Chapter 4, 12.3

Term	Definition	Reference
	subject of a combined study programme; or fails to meet the requirements of a Profession, Statutory or Regulatory Body.	
Alternative Qualification	If a student is unable to meet the specific requirements for the programme on which they initially enrolled, but nonetheless meets UCL's minimum threshold standards for the award of a qualification they may be eligible for an Alternative Qualification, i.e. an exit qualification at the same academic level. Often used where a student does not meet the professional accreditation requirements associated with a final qualification. Includes a named, approved, alternative field of study e.g. BSc (Hons) Engineering Studies.	Chapter 2, 3.1
Assessment	A process that appraises an individual's knowledge, understanding, abilities, or skills ( <a href="#">QAA Understanding Assessment</a> ). Assessment is integral to learning and teaching, and is intended to develop students' knowledge and understanding as well as measure their attainment. The term 'assessment' is also used to refer to an individual piece of assessed work or assessment event.	Chapter 4, 1.2
Assessment Attempt	Students are permitted two attempts at any given assessment. At the first attempt, students are eligible for a full mark; if a student passes a module at the second attempt their mark will be capped at the Pass Mark.	Chapter 4, 11
Assessment Method	The way in which a student will be assessed for a particular component or module, such as written examinations, essays, presentations, reports, practicals, or group work. The Assessment Method must be defined and approved at the point of module approval and/ or amendment.	Chapter 4, 3.3
Assessment Task	The specific exam paper, essay question, topic or activity which students are asked to undertake. All new Assessment Tasks should be approved by the External Examiner (although if a task has been used on a previous occasion, repeat approval does not need to be sought).	Chapter 4, 3.3

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Associate Student	A student registered on a credit-bearing Short Course who intends to take the assessment.	Chapter 10
Attendance Requirements	The percentage of teaching and learning events which a student must attend in order to be eligible for summative assessment.	Chapter 4, 3.6
Attending Student	A student registered on a credit-bearing Short Course who does not intend to take the assessment.	Chapter 10
Bachelors with Honours Degree	<p>The largest group of HE qualifications, awarded to students who have developed an understanding of a complex body of knowledge, analytical techniques and problem-solving skills.</p> <p>Programmes must include at least 360 credits with a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 6. Programmes typically take 3600 hours, or three FTE academic years, to complete.</p> <p>Programmes may include an integrated or extra-mural placement or study abroad year. The qualification may also be completed via a 'Top-Up' year following the successful completion of a Foundation Degree, comprising 120 Level 6 credits.</p> <p>A Bachelors with Honours includes an Honours classification (First, Upper 2<sup>nd</sup> etc.).</p>	Chapter 2, 4.1
Barring	A student may be barred from an assessment if they fail to meet the attendance requirements or fall significantly behind in their studies. A student who is barred from assessment will be required to repeat the module in the following academic year with attendance and fees and module marks capped at a pass, before they can progress to any subsequent years of study.	Chapter 4, 3.6 Chapter 6, 4
Borderline Zone	A defined band of marks below a classification boundary; students falling in the borderline zone may be eligible for the higher classification.	Chapter 4, 10
Board of Examiners	An academic committee responsible for the assessment process on one or more programmes or modules, including confirming student marks; determining progression, award, classification and reassessment decisions; and monitoring academic standards.	Chapter 4, 13

Term	Definition	Reference
Calendar Year	Most Taught Masters, Research Masters and Doctoral programmes are delivered over a calendar year rather than an academic year. The year has a standard duration of 48 weeks of 37.5 hours, totalling 1800 learning hours and representing 180 credits worth of study. The year may start in September, January, March or April.	Chapter 2, 3.7
Campus-Based Programme	Students are required to attend the UCL campus (Bloomsbury, Canary Wharf, Royal Free, Here East) for enrolment and most scheduled activities, such as lectures, seminars, tutorials etc.	Chapter 2, 3.9
Capped Mark/ Capping	If a student passes a module at the second attempt, the mark will be capped i.e. the highest mark they can achieve is the Pass Mark. Capping can also result from the late submission of coursework.	Chapter 4, 3.7
Certificate of Higher Education (Cert HE)	A stand-alone qualification, or an interim qualification from an Honours Degree or Foundation Degree, which includes at least 120 credits of learning at Level 4. The qualification typically takes 1200 hours, or one FTE academic year, to complete.	Chapter 2, 4.1 Chapter 4, 12.4
Chair of the Board of Examiners	A member of academic staff with at least five years' experience of teaching or employment in a professional capacity in the relevant subject area who chairs meetings of the Board of Examiners. The Chair is responsible for ensuring that the responsibilities of the board are carried out in a proper manner and in accordance with the requirements set out in the Academic Manual.	Chapter 4, 13.5
Classification	Students who meet the award requirements for a programme will be awarded a classification to indicate their level of achievement. Honours Degrees include classifications of First, Upper 2 <sup>nd</sup> , Lower 2 <sup>nd</sup> and Third, while Pre-Honours, Graduate and Taught Postgraduate qualifications include Pass, Merit and Distinction classifications. Qualifications in some disciplines, such as Medicine and Teacher Education, do not include a classification and are instead awarded on a Pass/Fail basis.	Chapter 4, 10

Term	Definition	Reference
Cognate Programmes	A programme with a substantial volume of content and/or teaching in common with another programme e.g. BA (Hons) Greek and Latin would be considered cognate with BA (Hons) Latin since the programmes have a substantial number of modules in common.	Chapter 2, 3.2
Combined (Joint) Fields of Study	A programme with an approximately equal balance between two subjects.	Chapter 2, 3.5
Component	A module may include one or more separately-assessed components. They may be formative or summative; the marks from summative components are used to determine the overall module mark. These may be equally weighted, or some may carry a higher weighting than others (e.g. Essay 60%, Presentation 40%).	Chapter 2, 3.11
Component Mark	The mark or grade achieved for an individual component.	Chapter 4, 3.9
Compulsory Module	Modules which students must take within a particular programme.	Chapter 2, 3.10
Condonable Module	If a student does not pass a Condonable Module, they may nevertheless be awarded the credit if they meet defined Condonement criteria.	Chapter 4, 9.3
Condonable Range	In order to be eligible for Condonement, a student needs to achieve marks or grades within a defined range e.g. a Masters student would need to achieve a mark of 40.00 – 49.99% or Grade D to be eligible for Condonement on a level 7 module. Other Condonement criteria also have to be met, such as restrictions on how many credits can be condoned.	Chapter 4, 9.3
Condonement	The award of credit for a module despite the Pass Mark not having been achieved, provided certain criteria are met. The amount of credit which may be condoned is defined by the programme on which the student is enrolled.	Chapter 4, 9.3
Contact Hours	Hours <a href="#">spent in contact with academic staff</a> for the purposes of learning, teaching, and assessment (including feedback); undertaken online or in person.	

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Continuation Requirement	Some postgraduate programmes run over more than one year. Students may be required to meet certain standards in order to continue to the next year of the programme. Differs from 'Progression', which determines the standards required to progress from one academic level to the next.	Chapter 2, 3.13 Chapter 4, 9
Continuing Professional Development (CPD)	A person's ongoing development as a professional. UCL's credit-bearing and non-credit-bearing Short Courses may provide hours or points of verifiable CPD.	Chapter 10
Completing Research Status (CRS)	A registration status for the period of time in which research students "write up" their thesis.	Chapter 5, Part A, Section 4
Co-Requisite Module	A specified module which must be taken at the same time as another module.	Chapter 2, 3.10
Co-Taught Module	Two or more modules with a significant amount of content and teaching in common, but which have different learning outcomes and marking criteria for different students e.g. a module may be taught with Level 6 and Level 7 students in the same room, but the Level 7 students will have more demanding learning outcomes and marking criteria.	
Course Unit (obsolete)	The term 'course unit' was used within the former regulations but has now been replaced by the term 'module' from 2018-19 onwards. One course unit equates to 30 credits, 15 ECTS and 300 learning hours.	
Coursework	An assessment method conducted outside of controlled conditions (such as essays and projects).	
Credit	Credit is awarded to a student on successful completion of the outcomes associated with a particular block of learning at a specified academic level. In line with the UK FHEQ, one UCL credit equates to 10 notional learning hours.	Chapter 2, 3.7
Credit-Bearing	A unit of education offered with the expectation that, subject to satisfactory assessment, students will gain credit towards a qualification or other learning outcome.	

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Credit-Weighted Mean	Each module mark is given a weighting according to its credit value e.g. a 30 credit module will have twice the weighting of a 15 credit module. The weighted marks are added together and then averaged to create a Credit-Weighted Mean (see also Final Weighted Mark and Year Mean).	Chapter 4, 10
Deferral (Deferred Assessment)	Postponement of an assessment to a later date because of Extenuating Circumstances.	Chapter 4, 6.10
Deferral With Tuition	Postponement of an assessment with attendance at classes (sometimes known as 'repeat tuition'), usually in the following year of study. May be used where a student has missed a large amount of teaching, has failed to complete a large number of credits due to ECs, and/or has ECs on a second attempt.	Chapter 4, 6.10.3
Deferral Without Tuition	Postponement of an assessment without any additional teaching or attendance at classes, often in the Late Summer Assessment period.	Chapter 4, 6.10.2
Departmental Tutor	A key departmental role with responsibility for oversight of teaching and learning, academic administration and pastoral care within a department.	Chapter 12, 7
Diploma of Higher Education (Dip HE)	A stand-alone qualification, or an interim qualification from an Honours Degree, which includes at least 240 credits of learning, with a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 5. The qualification typically takes 2400 hours, or two FTE academic years, to complete.	Chapter 2, 4.1 Chapter 4, 12.5
Dissertation/ Substantive Project	An extended essay or research paper which often forms the culmination and synthesis of a student's learning on a programme. Generally non-condonable. On MRes programmes, the mark in the dissertation/ substantive project has a direct influence on the classification awarded.	
Distance Learning Programme	All teaching, learning, and assessment activities take place away from the UCL campus. Students are not required to attend UCL for enrolment or scheduled activities. Students have access to UCL libraries, facilities and learning support.	Chapter 2, 3.9



Term	Definition	Reference
Doctorate	The highest level of degree offered by UCL, awarded for the creation and interpretation, construction and/ or exposition of knowledge which extends the forefront of a discipline. UCL offers research doctorates such as the PhD, and a range of professional and specialist doctorates in various clinical and non-clinical disciplines.	Chapter 2, 4.4
Education Committee (EdCom)	<a href="#">Education Committee</a> is responsible for the definition, monitoring and review of UCL strategy, policy and procedure in respect of UCL's taught students. This includes oversight of areas such as registration, examination, regulations, academic standards, and the taught student experience. Education Committee reports to Academic Committee.	
Elective Module	Broad collections of modules from which students may choose, and which may be from outside their main field of study (see also Optional Module).	Chapter 2, 3.10
ECTS (European Credit Transfer Scheme) Credits	The credit system used in the European Higher Education Area. 1 UK (UCL) credit equals 0.5 ECTS.	Chapter 2, 3.8
Examination	A method of assessment which tests a student's knowledge or skills under controlled conditions.	
Examination Adjustments	Adjustments to central or department/divisional written examinations which can be made as a reasonable adjustment for a student with a disability or longer term condition, or as a form of mitigation for students with shorter-term medical Extenuating Circumstances.	Chapter 4, 4.3
Exam Board	See 'Board of Examiners'.	
Exchange	A reciprocal study abroad partnership where students from UCL programmes undertake study at an overseas institution and in return students from the overseas institution undertake study at UCL.	
Executive Education	Commercially-focussed credit-bearing and non-credit-bearing Short Courses, sometimes delivered as a bespoke offering for another organisation.	Chapter 10

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Exit Qualifications	The full set of possible qualifications associated with a programme of study, including the final qualification and any interim and alternative qualifications.	Chapter 2, 3.1
Experiential Prior Learning (EPL)	A sub-set of the Recognition of Prior Learning (RPL). EPL is the non-certified acquisition of skills and knowledge, gained through relevant experience, which is capable of being evaluated.	Chapter 1, 2.8
Extension	An approved adjustment to the deadline for a piece of coursework. Applications are usually made through the Extenuating Circumstances procedures, or an extension may be given as a form of Reasonable Adjustment.	Chapter 4, 6 Chapter 4, 5
External Examiner	External Examiners are academics from outside UCL who are appointed to a programme or module Board of Examiners. Their main roles are to approve assessment tasks, ensure that the assessment process is carried out fairly and appropriately, and ensure that academic standards on the programme are in line with national standards.	Chapter 9, 4
Extenuating Circumstances (EC)	Circumstances which are sudden, unexpected, significantly disruptive, and beyond the student's control which may affect their performance at assessment, such as serious illness or the death of a close relative.	Chapter 4, 6
Extenuating Circumstances Panel (ECP)	Each Faculty has an Extenuating Circumstances Panel which may delegate some of its responsibilities to a Departmental Extenuating Circumstances Panel. The Panel is responsible for making objective, impartial decisions about the validity of Extenuating Circumstances submitted by students, determining the most appropriate course of action, making recommendations to the Board of Examiners and ensuring that the appropriate evidence is collected.	Chapter 4, 6.13
External Moderation	The process of submitting a sample of marked work to a suitably qualified External Examiner to verify whether internal marking has been carried out to appropriate national standards.	Chapter 9, 4.3
Extra-Mural Year	A programme may include an additional year of study, either on a professional or industrial placement or	Chapter 2, 3.15 Chapter 2, 3.16

Term	Definition	Reference
	studying in another country. The year is taken in addition to the minimum number of credits needed to complete the qualification, and is not included in the student's classification.	
Faculty Board of Examiners	The body responsible for ensuring that the various Boards of Examiners within the Faculty operate in a proper and impartial manner, and in accordance with the UCL Academic Manual.	Chapter 4, 13.3
Faculty Representative	Members of staff appointed by the Faculty Board of Examiners who attend Boards of Examiners to assist in assuring standards.	Chapter 4, 13.3
Faculty Tutor	The Faculty Tutor, in collaboration with the Dean, has overall responsibility for ensuring both that appropriate action is taken in relation to students and to learning and teaching matters, in line with UCL policy, and that appropriate contributions are made to strategy and policy development.	Chapter 12, 6
Field of Study	<p>The field of study reflects the nature of the programme's curriculum and outcomes and, together with the qualification title, completes the degree title e.g. Bachelor of Science in Genetics.</p> <p>A programme may incorporate one of more fields of study delivered on a Major/Minor, Combined (Joint) or Triple basis.</p>	Chapter 2, 3.5
Final Qualification	The intended qualification from a programme of study which a student will be awarded if they meet all the programme requirements e.g. BEng (Hons) Engineering.	Chapter 2, 3.1
Final Weighted Mark	<p>In order to determine a student's eligibility for an award and a particular classification, their individual component and module marks are combined together using a set formula. This formula will include 'weightings' i.e. some components, modules and years of study will be given more prominence in the calculation to reflect their importance. The numeric value which results from this calculation is known as the Final Weighted Mark.</p> <p>The Final Weighted Mark is made up of the following:</p>	Chapter 4, 10

Term	Definition	Reference
	<ul style="list-style-type: none"> <li>• Within a module, Component Marks are given a percentage weighting e.g. 40% essay, 60% examination. The weighted marks are averaged to give the Module Mark.</li> <li>• The Module Mark is then given a weighting according to its credit value e.g. a 30 credit module will have twice the weighting of a 15 credit module.</li> <li>• The Weighted Module Marks are then averaged to give the Credit-Weighted Mean.</li> <li>• On Graduate and Taught Postgraduate programmes, the Final Weighted Mark is equal to the Credit-Weighted Mean.</li> <li>• On Undergraduate programmes, there is an additional step in the calculation: The Weighted Module Marks are averaged to give the Credit-Weighted Mean for each year of study. Each 'Year Mean' is given a weighting in the classification calculation (e.g. Year 1: 1, Year 2: 3, Year 3: 5). The Weighted Year Means are then combined to give the Final Weighted Mark.</li> </ul>	
Fitness to Practise	Some programmes include Fitness to Practise policies and procedures governing professional standards and the suitability of a given student to practise in the profession (e.g. teaching, medicine).	
Fitness to Study	Fitness to Study is a procedure which may be invoked if a student is struggling to keep up with their programme requirements. Students will be given a learning agreement designed to help them achieve the appropriate level of performance.	Chapter 6, 3
Flexible-Modular	Flexible-Modular students have an extended period of time in which to complete a programme of study, allowing them to fit their studies around their other professional, family and personal commitments. Students decide how many modules to take in each year, and there is an overall time limit to ensure that degrees are awarded for current and up-to-date knowledge.	Chapter 2, 3.9

Term	Definition	Reference
Formative Assessment	An informal assessment providing students with the opportunity to develop their knowledge and understanding of assessment. A formative assessment may receive an indicative mark but these marks do not contribute to the award of credit and are not included in the calculation of module marks, progression, award or classification.	Chapter 4, 3.2
Foundation Degree	An undergraduate qualification distinguished by a vocational orientation equivalent to the first two years of a Bachelors Degree. It may be supplemented by a further 'Top-Up' year at Level 6, allowing students to complete a full Bachelors with Honours Degree. Programmes must include at least 240 credits of learning, with a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 5. The qualification typically takes 2400 hours, or two FTE academic years, to complete.	Chapter 2, 4.1
Framework for Higher Education Qualifications (FHEQ)	The <a href="#">national framework</a> defining the standards of all doctorates, degrees, diplomas and certificates awarded by institutions with degree-awarding powers in the UK, including those at UCL.	
Full Board of Examiners	The annual meeting of the Board of Examiners with all members in attendance (subject to quoracy provisions), including the External Examiner(s).	Chapter 4, 13.2
Full-Time	Students study for 40 hours per week over an Academic Year, or 37.5 hours per week over a Calendar Year, except during vacation periods. Additionally students retaking a year will be deemed Full-time when retaking more than half of the activity of the year.	Chapter 2, 3.8
Graduate Level	Study at Level 6, typically based on undergraduate material equivalent to the final year of an Honours Degree. Not to be confused with 'Taught Postgraduate' which refers to Masters-level study.	Chapter 2, 4.2
Graduate (noun)	A student who has been awarded a degree.	
Graduate Certificate (Grad Cert)	A short programme or professional 'conversion' course based largely on undergraduate material and taken	Chapter 2, 4.2

Term	Definition	Reference
	<p>usually by those who already hold a Bachelors Degree in another field of study.</p> <p>Programmes must include at least 60 credits, with a maximum of 15 credits at Level 5 and a minimum of 45 credits at Level 6. The qualification typically takes 600 hours, or half an FTE academic year, to complete.</p> <p>A Grad Cert may also be an interim qualification from a Grad Dip.</p>	
Graduate Diploma (Grad Dip)	<p>A short programme or professional 'conversion' course which is considered equivalent to the final year of a Bachelors Degree. It is based largely on undergraduate material and taken usually by those who already hold a Bachelors Degree in another field of study.</p> <p>Programmes must include at least 120 credits, with a maximum of 30 credits at Level 5 and a minimum of 90 credits at Level 6. The qualification typically takes 1200 hours, or one FTE academic year, to complete.</p>	Chapter 2, 4.2
Higher Education (HE)	University-level study.	
Honours Degree	<p>The largest group of HE qualifications incorporating the Bachelors with Honours and the Integrated Masters with Honours. A student must achieve minimum standards to receive an Honours classification (1<sup>st</sup>, 2.1, 2.2, 3<sup>rd</sup>).</p>	Chapter 2, 4.1
Integrated Doctorate	<p>A discrete programme of study combining a Doctorate with undergraduate or taught postgraduate study e.g. MBBS + PhD, or MRes + EngD. Programmes are often integrated for research or funding purposes.</p>	Chapter 2, 4.4
Integrated Masters (with Honours)	<p>A qualification incorporating the attributes and outcomes of both a Bachelors with Honours Degree and a Taught Masters Degree.</p> <p>Programmes must include at least 480 credits, with a maximum of 150 credits at Level 4, a minimum of 90 credits at Level 6 and a minimum of 120 credits at Level 7. The qualification typically takes 4800 hours, or four FTE academic years, to complete.</p> <p>Programmes may include an integrated or extra-mural placement or study abroad year.</p>	Chapter 2, 4.1

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
	Programmes fall under the undergraduate regulations, and the Honours classification system.	
Integrated Placement	Students spend a defined period of time undertaking a professional or industrial placement related to their field of study. The placement is credit-rated and an integral part of the UCL programme.	Chapter 2, 3.15
Integrated Study Abroad	Students spend a defined period of time studying in another country. The study abroad is credit-rated and an integral part of the UCL programme.	Chapter 2, 3.16
Interim Board	Some programmes hold 'Interim Boards' to discuss results received so far, often at the end of the taught modules on a Masters programme. Interim Boards are a type of 'Sub Board' and fall under the same requirements regarding membership, quoracy and candidate anonymity.	Chapter 4, 13.2
Interim Qualification	A lesser qualification made as a result of a student either leaving a programme early or failing to meet the requirements for the final qualification e.g. Cert HE Biosciences.	Chapter 2, 3.1
Internal Moderation	The process used to assure the consistency of marking and the proper application of the marking criteria across markers, marking teams, students, components, modules, electives or options (also see Second-Marking).	Chapter 4, 7.7
Interruption of Study	When students take an approved temporary break from their studies and plan to resume those studies at a later date.	Chapter 3, 5
Late Submission Penalty	The deduction or capping of marks where coursework is submitted after the deadline and no extension has been granted. Standard penalties apply to all students except where Extenuating Circumstances are accepted and either the deadline is extended or the late submission condoned.	Chapter 4, 3.12
Late Summer Assessment Period	An exam session during which resits and deferrals from the previous academic year can be taken.	Chapter 4, 11

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Learning Hours	The approximate number of hours that a learner is expected to spend, on average, to achieve the specified learning outcomes at a particular level. There are 10 notional learning hours to 1 UCL credit e.g. a 30-credit module includes 300 notional learning hours.	Chapter 2, 3.8
Learning Outcome	The skills, knowledge and attributes which a learner is expected to be able to demonstrate by the end of a defined period of study. Can apply to a component, module, interim qualification or qualification.	
Letter Grade Method	Programmes may seek permission to mark using the letter grades between A and F. Letter grades must be used consistently throughout a programme so that progression, award and classification can be calculated using the 'Preponderance Method'.	Chapter 4, 3.8
Major/Minor Fields of Study	A Major subject accounts for at most three quarters of the programme; a Minor subject accounts for at least a quarter of the programme, using a subject ratio between 2:1 and 3:1.	Chapter 2, 3.5
Mark Exclusion	Exceptionally, a component or module may be excluded from the calculation of a student's module mark, progression, award and/ or classification. Usually in response to severe Extenuating Circumstances, may also be used to mitigate a Material Irregularity.	Chapter 4, 6.9.2 Chapter 6, 6
Marking Criteria	The standards against which a student's assessment is marked. Marking Criteria should help students understand what they are expected to achieve, and the knowledge and skills that will be taken into account in awarding marks.	Chapter 4, 7.5
Marking Scale	The set of marks or letter grades available for an assessment or module; these may be percentage marks or letter grades.	Chapter 4, 3.8
Master of Philosophy (MPhil)	A Level 7 research qualification which may be a stand-alone qualification or the first step towards completing a PhD. A student may opt to complete the MPhil via submission of a thesis, or the student may be eligible to Upgrade to PhD status.	Chapter 2, 4.4



<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Masters	A Level 7, taught postgraduate qualification incorporating in-depth research or scholarly activity. See also Taught Masters and Research Masters.	Chapter 2, 4.3
Material Irregularity	An administrative or procedural error which has a significant, negative impact on a student's performance at summative assessment, or a situation in which the integrity of summative assessment has been compromised. The Material Irregularity Procedure sets out how such issues can be addressed.	Chapter 6, 6
Mitigation	Actions taken in response to adverse circumstances which might affect a student's performance at assessment, such as Extenuating Circumstances or a Material Irregularity.	Chapter 4, 6 Chapter 6, 6
Mixed-Mode	Mixed-mode programmes include a combination of on-campus and distance learning.	Chapter 2, 3.8
Mode of Attendance	A description of the intensity of study i.e. full-time, part-time, or flexible.	Chapter 2, 3.8
Mode of Study	The way in which a student studies at UCL. Includes the intensity of study (i.e. full-time, part-time, or flexible), location of study in relation to the UCL campus (i.e. campus-based, distance learning, mixed-mode, or non-resident) and fixed period study arrangements (e.g. placements, study leave, or years abroad).	Chapter 2, 3.8
Modern Foreign Language Requirement	An additional requirement for the award of an Honours Degree. Students must enter UCL with, or have developed by graduation, a basic level of competence in a Modern Foreign Language (MFL).	Chapter 4, 9.7
Modern Foreign Language Supplementary Module	A module (typically worth 15 credits) on which students can enrol in addition to their standard programme in order to meet the Modern Foreign Language requirements.	Chapter 4, 9.7
Module	Self-contained, credit-rated blocks of learning and teaching which make up a programme of study.	Chapter 2, 3.10
Module Delivery	A variation in the way that a single module is made available in an academic year e.g. a module may	

Term	Definition	Reference
	include a level 6 delivery and a level 7 delivery, or an autumn term delivery and a spring term delivery.	
Module Mark	The result given to a student for the completion of a specific module. Where there are multiple components, the component marks are weighted and combined to give the module mark.	Chapter 4, 3.10
Non-Credit-Bearing	Programmes, modules and short courses which do not result in the award of credit.	
Non-Condonable Component	Where a module is Non-Condonable, it may include one or more components which are Non-Condonable. Students must pass all Non-Condonable Components.	Chapter 4, 9.3
Non-Condonable Module	Students must pass all Non-Condonable modules on their programme. Subject to approval by Education Committee, a module may be designated as Non-Condonable if it is: <ul style="list-style-type: none"> <li>• A compulsory module and/ or</li> <li>• A module necessary for professional accreditation and/ or</li> <li>• An undergraduate dissertation and/ or</li> <li>• A Masters Dissertation/ Substantive Project.</li> </ul>	Chapter 4, 9.3
Non-Modular	A programme which is not composed of discrete modules. Non-modular taught programmes follow different regulations for progression, award and classification.	Chapter 2, 3.10
Non-Resident	Postgraduate Research students who study primarily away from campus and are required to attend UCL on a limited number of occasions in order to meet their supervisor and attend the meetings for Upgrade and assessment.	Chapter 2, 3.9
Numeric Method	The method of assigning assessment marks on a scale between 0 and 100 percentage points, and of calculating progression, award and classification from numeric, credit-weighted averages.	Chapter 4, 3.8
Optional Module	Specific, limited collections of modules from which students may choose.	Chapter 2, 3.10

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Ordinary Degree	<p>Students unable to meet the requirements for an Honours Degree may be eligible for an Ordinary Degree (Bachelors without Honours).</p> <p>Students must pass, or be formally condoned in, at least 300 credits with a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 6.</p> <p>UCL only offers the Ordinary Degree as an interim qualification.</p>	Chapter 4, 12.6
Parent Department	The Department or Division responsible for the programme on which a student is registered.	Chapter 3, 2.1
Parity Meetings	<p>Where an assessment includes multiple pairs of markers it is good practice to hold a parity meeting at the start of the marking process where markers can discuss and develop a shared understanding of the marking criteria. This can include comparing marks for a small sample of student work.</p> <p>Parity meetings are particularly important where there is a large number of markers and where there are new markers in a team.</p>	Chapter 4, 7.6
Part-Time	Students study at a structured rate per week, normally half the rate of Full-time study. Additionally students retaking a year will be deemed Part-time when retaking half or less of the activity of the year.	Chapter 2, 3.8
Pass Mark	The minimum mark or grade required to pass a component or module.	Chapter 4, 3.7
Pass/Fail Classification	Qualifications awarded without a classification, on the basis that a student can either pass or fail (with no further gradation of achievement).	Chapter 4, 10.2
Pass/Fail Module	A module which is assessed as passed or failed only and for which no mark or grade is awarded. Can only be used in certain conditions.	Chapter 4, 3.8
Pathway	An informal specialism within a programme or route which guides students towards a particular area but which does not lead to a discrete field of study. A Pathway is typically defined by the different option and elective modules available within the programme but this Pathway is not recorded separately in the student	Chapter 2, 3.1

Term	Definition	Reference
	record system and does not appear on the student's degree certificate or transcript.	
Peer Assessment	The process of students marking each other's work, often to improve their assessment literacy. All peer-assessed work must be fully second-marked by a member of staff.	Chapter 4, 7.3
Placement	A period of professional or industrial, work-based activity undertaken away from UCL as a credit-bearing module, an extra-mural year or an integrated part of a programme of study.	Chapter 2, 3.15
Placement Project Module	On programmes with an extra-mural placement year, students do not receive credits for the additional year but are instead assessed via a 30-credit Project Module which is incorporated into the student's classification.	Chapter 2, 3.15
Portico	UCL's interface for the student record system.	
Postgraduate Certificate (PG Cert)	A stand-alone qualification, or a named interim qualification from a Masters or PG Dip programme, which includes at least 60 credits, with a maximum of 15 credits at Level 6 and a minimum of 45 credits at Level 7. The qualification typically takes 600 hours, or half an FTE academic year, to complete.	Chapter 2, 4.3
Postgraduate Diploma (PG Dip)	A stand-alone qualification, or a named interim qualification from a Masters Programme, which includes at least 120 credits, with a maximum of 30 credits at Level 6 and a minimum of 90 credits at Level 7. The qualification typically takes 1200 hours, or one FTE academic year, to complete.	Chapter 2, 4.3
Postgraduate Research	Students undertaking research-based programmes leading to the award of Level 8 Doctorates or Level 7 Research Masters e.g. MPhil/ PhD.	Chapter 2, 4.4
Postgraduate Taught	Taught programmes for students who have already graduated with an Honours Degree. Includes Taught Masters, Postgraduate Diploma and Postgraduate Certificate programmes, primarily at Level 7. Not to be confused with 'Graduate' programmes which refers to Level 6 study.	Chapter 2, 4.3

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Preponderance Method	Where a programme marks with letter grades, progression, award and classification cannot be calculated numerically. Instead, the Preponderance Method is used, looking at the banding in which the majority of a student's grades falls.	Chapter 4, 3.8
Prerequisite Module	A specified preparatory module which must have been successfully completed for a student to enrol on a subsequent module.	Chapter 2, 3.10
Professional Accreditation	Programmes accredited by Professional, Statutory or Regulatory Bodies (e.g. the Architects Registration Board) which have been recognised as being taught to a sufficient standard to allow successful graduates to work in restricted professions. Programmes subject to the standards of professional bodies must still meet the minimum standards required by UCL.	Chapter 2, 3.3
Professional Doctorate	A type of doctorate which aims to develop an individual's professional practice and to support them in producing an original contribution to professional knowledge. Programmes include a substantial taught element in addition to the research component. Programmes typically require three FTE calendar years of study at Level 8 and students must be registered for at least two calendar years.	Chapter 2, 4.4
Professional, Statutory or Regulatory Body (PSRB)	A legally-recognised body which accredits, recognises, or endorses graduates from specific UCL programmes as qualified to act within a recognised profession, or which leads to initial registration or supports enhanced registration with that body, e.g. the Royal Institute of British Architects or the General Medical Council.	Chapter 2, 3.3
Programme/ Programme of Study	An approved, coherent path of study with specified learning outcomes leading to a specified qualification in a specified field of study.	Chapter 2, 3.2
Programme and Module Approval Panel (PMAP)	The sub-committee which scrutinises proposals for new programmes, making recommendations for approval to Education Committee.	Chapter 7

Term	Definition	Reference
Programme Diet	The range of compulsory, optional, elective and supplementary modules which a student must follow within a programme of study.	
Programme Leader	The member of staff responsible for the organisation and management of a named programme and for the academic experience of students on that programme.	Chapter 12, 12
Programme Summary	The definitive source of information about a UCL programme, defining the programme structure and any programme-specific regulations. It incorporates the Programme Diet and forms the basis of the data held in the Student Information System. Changes to the Programme Summary must be approved by PMAP.	Chapter 4, 2.3
Progression	<p>Where a programme runs over multiple levels of study, students are required to meet threshold standards in order to progress from one academic level to the next.</p> <p>As UCL's undergraduate programmes do not necessarily include a direct correlation between academic years and academic levels, 'Progression' is determined at the end of each academic year.</p> <p>Where a programme runs over multiple years of study at the <i>same</i> academic level (e.g. a Part-time Masters), students may be required to meet threshold standards to 'continue' to the next year of study (see Continuation Requirements).</p>	Chapter 2, 3.13 Chapter 4, 9
Provisional Progression	<p>Exceptionally, a student may be allowed to Provisionally Progress and undertake a Deferral, Resit or Repeat in a maximum of 30 credits in tandem with the next year's modules if, for example, Extenuating Circumstances prevent an earlier deferral, or a particular assessment task cannot be offered in the Late Summer Assessment period. Provisional Progression can also be used where study abroad marks are not yet available.</p> <p>Provisionally Progressed students are permitted to re-enrol, attend teaching events and access UCL facilities. However, the student must not formally progress to the subsequent year of study until the outstanding credits are passed or formally condoned by the Board of Examiners.</p>	Chapter 4, 9.4

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Qualification	A Doctorate, Degree, Diploma, or Certificate accredited and conferred by UCL following the successful completion of an approved programme of study.	Chapter 2, 3.1
Quoracy	A minimum number of people must be present for a Board of Examiners meeting to take place. A meeting is 'quorate' if at least that number of people is present.	Chapter 4, 13.3
Reassessment	A further attempt at an assessment where the student has not yet achieved the pass mark for the module as a whole. Includes Resits and Repeats.	Chapter 4, 11
Reasonable Adjustments	Changes which are made to the delivery or assessment of a programme or module to support students with a disability or other ongoing medical or mental health condition.	Chapter 4, 5
Recognition of Prior Learning (RPL)	The overarching term for a process which allows students to apply for exemption from particular entry requirements, or from some parts of a programme of study, by recognition of their learning from previous experiences and achievements. See also APL and EPL.	Chapter 1, 2.8
Referral (obsolete)	In the former regulations, a student who narrowly failed a module with a mark in the 'referral band' could be given an opportunity to complete a further assessment task over the summer to bring their result up to the pass mark.	
Repeat	A form of reassessment in which a student enrolls and attends all teaching activities for a module before making a further attempt at failed assessments.	Chapter 4, 11.5
Repeating Student	A student who has enrolled on a previously failed module and attends all teaching activities in order to be reassessed in all the module components.	Chapter 4, 11.5
Research Masters (MRes)	A Level 7 qualification distinguished from a taught masters by its high ratio of research to teaching, and by the focus of teaching on research methods. The curriculum and the student experience are governed by the postgraduate research regulations, whilst assessment processes are subject to the taught programme regulations.	Chapter 2, 4.4

Term	Definition	Reference
	<p>Programmes are modular and must include at least 180 credits, with a maximum of 30 credits at Level 6 and a minimum of 150 credits at Level 7.</p> <p>Programmes must include at least 30 credits of identifiable, transferable skills modules and a Dissertation/ Substantive Project of 105-150 credits (on 180-credit programmes; pro-rata for extended programmes). The qualification typically takes a minimum of 1800 hours, or one FTE calendar year, to complete.</p>	
Research Project	A discrete piece, or collection of pieces, of independent or group research undertaken for the purposes of assessment.	
Resit	A form of reassessment in which a student makes another attempt at failed components without any further tuition.	Chapter 4, 11.4
Resitting Student	A student who is being reassessed in a module but is not enrolled on the module and does not attend any additional teaching.	Chapter 4, 11.4
Route	A formal, named specialism within a programme leading to a discrete field of study e.g. BSc Human Genetics would be a Route within the BSc Biological Sciences Programme. A Route has a specific curriculum structure, typically defined by the different option and elective modules available within the programme, and is discretely defined in the student record system and on the student's degree certificate and transcript.	Chapter 2, 3.1
Scheme of Award (obsolete)	In the former regulations, the Scheme of Award specified which modules had to be completed and which had to be passed within a programme of study in order to progress from one academic level to the next and achieve the qualification. From 2018-19, the Schemes of Award for all taught programmes are defined in Chapter 4: Assessment Framework for Taught Programmes.	
Sampling	Second-marking may be carried out on a representative sample of student work, particularly where there is a large cohort. If there are any discrepancies in the sample it must be extended.	Chapter 4, 7.6



Term	Definition	Reference
Second Marking	The process used by UCL to check the accuracy of marking on an assessment. Second-marking can take a number of different forms, and can be applied to all students in an assessment, or to a sample.	Chapter 4, 7.6
Short Courses	<p>Learning activities which do not lead to a qualification but may be recognised by a UCL Certificate of Participation or lead to the award of UCL academic credit. These activities include:</p> <ul style="list-style-type: none"> <li>• Non-credit-bearing Continuing Professional Development (CPD) courses</li> <li>• Credit-bearing modules from UCL degree programmes offered as standalone short courses for personal learning, continuing education or CPD</li> <li>• Credit- and non-credit-bearing evening classes, online courses and summer schools and programmes</li> <li>• Credit- and non-credit-bearing academic and commercially focused executive education courses and other bespoke offerings for organisations</li> <li>• Non-qualification-bearing graduate preparatory courses offered by the UCL Centre for Language &amp; International Education (CLIE).</li> </ul>	Chapter 10, 1.1
Single Field of Study	A programme which comprises one subject or which reflects a combination of subjects presented as an integrated whole.	Chapter 2, 3.5
Special Examination Arrangements (SEAs) (obsolete)	See Examination Adjustments.	
Study Abroad	A period, usually either one term or one academic year, undertaken at an overseas Higher Education Institution. Periods of study abroad may either be integrated with the programme (where the student is not awarded additional credit for completion of the study abroad) or taken in addition to the minimum credits required for the award of a qualification. See also Extra-Mural Year.	Chapter 2, 3.16
Study Leave	Postgraduate research students can apply to spend a defined period of time away from UCL undertaking research related to their field of study.	Chapter 2, 3.8

<b>Term</b>	<b>Definition</b>	<b>Reference</b>
Sub Board	The Full Board of Examiners may delegate authority to a smaller Sub Board of itself to make decisions on its behalf for out-of-cycle matters such as Late Summer Assessments. See also Interim Board.	Chapter 4, 13.2
Summative Assessment	The formal assessment of student performance against the learning outcomes. The marks from summative assessments are used to determine a student's progress through their programme and their eligibility for an award. Summative assessment marks are recorded in the student's transcript and aggregated using a set formula to determine the student's classification at the end of the programme.	Chapter 4, 3.2
Summer School	Summer schools are a kind of Short Course run outside of standard UCL term-time, which may or may not be credit-bearing.	Chapter 10, 1.1
Supplementary Module	Additional, non-credit-bearing modules e.g. synoptic or comprehensive papers, generic skills modules etc. The marks from such modules may be included in the degree classification calculation.	Chapter 2, 3.10
Suspension of Regulations	In exceptional circumstances it may be necessary to suspend the regulations temporarily for one or more students. Requests for suspensions must be made on a case-by-case basis via Student & Registry Services.	Chapter 6, 7
Taught Masters	A Level 7 qualification distinguished by an increased intensity and complexity of study, a planned intellectual progression, and an in-depth research or scholarly activity of at least 30 credits or a Dissertation/ Substantive Project of at least 60 credits. Programmes must include at least 180 credits, with a maximum of 30 credits at Level 6 and a minimum of 150 credits at Level 7. The qualification typically takes 1800 hours, or one FTE calendar year, to complete.	Chapter 2, 4.2
Teaching Department	The Department or Division responsible for the delivery and assessment of a module.	Chapter 3, 2.1
Tier 4	A type of visa which allows international students to study at UCL.	

Term	Definition	Reference
Triple Fields of Study	A programme with an approximately equal balance between three subjects.	Chapter 2, 3.5
Top-Up Degree	Students who have successfully completed a Foundation Degree may undertake a one-year, 120-credit, level 6 Top-Up programme, allowing them to be awarded a Bachelors with Honours Degree.	Chapter 2, 4.1
Undergraduate	Taught studies offered at Levels 4, 5, and 6. Includes Honours Degrees (Bachelors and Integrated Masters) as well as the Cert HE, Dip HE and Foundation Degree.	Chapter 2, 4.1
Variation	An approved variance from a specific element of a standard UCL regulation.	
Vice-Provost (Education & Student Affairs)	The <a href="#">Vice-Provost (Education &amp; Student Affairs)</a> is responsible for the education agenda at UCL and providing leadership at an institutional level. Some regulations, which are often only used in exceptional circumstances, require approval by the VP (E&SA).	
Visiting Student	Any person registered on one or more non-credit-bearing Short Courses provided by UCL.	Chapter 10
Visiting Research Student	A postgraduate research student registered at UCL for a period between 3 and 12 months in order to undertake research, which is complimentary to the PhD project they are undertaking at the university in which they are enrolled.	Chapter 5, Part A, Section 6
Word Count Penalty	A minimum or maximum word count may be specified as part of the criteria for an assessment. Where this is the case a penalty, not exceeding a 10 percentage point/ 1 Letter Grade deduction in marks, and not taking a student's mark below the pass mark, may be applied for failing to adhere to the word count.	Chapter 4, 3.13
Year Mean	<p><b>Progression Year Mean</b></p> <p>The credit-weighted average of <b>all</b> module marks in a single year of study, used to determine a student's eligibility for Condonement, Progression and Award.</p> <p>Example:</p>	Chapter 4, 9 Chapter 4, 10

Term	Definition	Reference
	<p data-bbox="584 286 1222 589">“A student who does not Pass 120 credits in a year of study must nonetheless be considered to have met the Progression and Award Requirements if they meet all of the following Condonement Criteria in that year of study: [...] f) Achieve a credit-weighted mean of at least 40.00% (50.00% in the Masters year) across 120 credits”.</p> <p data-bbox="488 647 858 676">This is calculated as follows:</p> <ol data-bbox="536 692 1222 913" style="list-style-type: none"> <li>1. Each module mark is given a weighting according to its credit value e.g. a 30 credit module will have twice the weighting of a 15 credit module.</li> <li>2. The credit-weighted marks are combined to work out the average for the year of study.</li> </ol> <p data-bbox="488 1010 1161 1039"><b>Classification Year Mean (UG programmes only)</b></p> <p data-bbox="488 1055 1222 1160">The credit-weighted average of <b>counting</b> module marks in a single year of study, used to determine a student's Classification.</p> <p data-bbox="488 1220 608 1249">Example:</p> <p data-bbox="584 1265 1222 1332">“The Final Weighted Mark is determined from the mean of the following:</p> <ul data-bbox="584 1348 1206 1570" style="list-style-type: none"> <li>• Year 1: The credit-weighted mean of your best 90 credits, weighted at 1</li> <li>• Year 2: The credit-weighted mean of your best 105 credits, weighted at 3</li> <li>• Year 3: The credit-weighted mean of all 120 credits, weighted at 5.”</li> </ul> <p data-bbox="488 1630 858 1659">This is calculated as follows:</p> <ol data-bbox="536 1675 1222 1973" style="list-style-type: none"> <li>1. The ‘counting’ marks are identified (e.g. students might drop their worst 30 credits in Year 1, so only 90 credits ‘count’).</li> <li>2. Each counting mark is given a weighting according to its credit value.</li> <li>3. The credit-weighted counting marks are averaged to create the ‘Year Mean’ for each year of study.</li> </ol>	

Term	Definition	Reference
	<ol style="list-style-type: none"><li data-bbox="533 286 1209 365">4. Each Year Mean is given a weighting (e.g. Year 1: 1, Year 2: 3, Year 3: 5).</li><li data-bbox="533 365 1209 443">5. The weighted Year Means are averaged to give the 'Final Weighted Mark'.</li><li data-bbox="533 443 1209 521">6. The Final Weighted Mark determines the Classification awarded.</li></ol>	